An Assessment of English Textbook for Vocational Schools, Book One: From the Viewpoints of Teachers

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Abstract: Textbooks play an important role in teaching and learning a foreign language and they are key factors to help learners get enough success in learning a foreign language. Evaluating the advantages and disadvantages of a textbook helps acquaint researchers with its potential strengths and flaws. This study was an attempt to The present study aimed to assess of English textbook for vocational Schools book one in Iraq according to Teachers' perspectives. based on Alharbi's (2017) model. To do the study, A total of 100 male and female teachers from Iraq, aged between 35 and 50, specialized in teaching English as a foreign language (TEFL) at several vocational schools in Najaf, Al-Qadisia, and Karbala City. were selected randomly by the researchers. They were native speakers of Arabic language. Using Alharbi (2017) questionnaire and analyzing the data through SPSS 2016 software, the results showed that the book "English textbook for vocational Schools" is inappropriate in all five constructs proposed in the questionnaire based on the Alharbi (2017) model.

Keywords: Vocational schools, Textbook evaluation, Practical consideration, Curriculum Development.

Introduction

Textbooks are an essential element in the majority of language programs. They often form the foundation for a significant portion of the language input that learners receive and the language practice that takes place in the classroom. They may offer the equilibrium of skills instructed, the foundation for the lesson's topic, and the types of language practice in which the students engage. In alternative scenarios, the textbook may primarily function as a supplementary resource to complement the teachers' education. For language learners, the textbook often serves as their primary means of interacting with the language, in addition to the input provided by the teacher (Richards, 2001).

For novice instructors, textbooks can also function as a kind of teacher training. They offer guidance on lesson planning, teaching techniques, and instructional forms that teachers can use. The widespread use of commercial textbooks is essential for much of the language teaching that takes place worldwide. Acquiring the skills to effectively utilize and modify textbooks is therefore a crucial component of a teacher's professional expertise (Cunningsworth, 1995). According to Tomlinson (1998), there are critics of textbooks who argue for stricter constraints on their inclusion in the school curriculum. Hutchinson and Torres (1994) argue that textbooks restrict teachers and learners in their ability to freely select and utilize educational materials, as well as in their preferred methods and styles of learning.

Regardless of the opinions held by these experienced educators on textbooks and their utilization, textbooks are extensively employed in EFL environments worldwide. They are indispensable for guiding an EFL course; it would seem impossible to proceed without them. In an English as a Foreign Language (EFL) course, textbooks play a crucial role. Furthermore, the textbook plays a crucial and beneficial role in the daily tasks of teachers and students in the instruction and acquisition of the English language. In addition, textbooks have become a ubiquitous component of English Language Teaching (ELT) instruction (Hutchinson & Torres, 1994; Tomlinson, 1998, p.8).To make the most effective use of a textbook, teachers must decide which textbooks are appropriate for their needs.

Ellis (1997) states that a teacher must assess how much a textbook emphasizes and is in line with a consistent set of important, age-appropriate learning objectives that the teacher, school, or district has identified as crucial for comprehension and advancement in a specific academic subject. In addition, it is necessary to evaluate the extent to which the instructional design of a textbook effectively facilitates the achievement of the stated learning objectives. The exclusive means to acquire this information is by meticulous assessments of textbooks and other educational resources.

Given the significance of textbooks in the teaching and learning process, it is essential to evaluate them in order to select a suitable EFL textbook and ensure the quality of education. According to Shatery (2012), textbook evaluation is considered the most crucial aspect, particularly in the domain of English Language Teaching. Moreover, as stated by Tok (2010), conducting analyses and evaluations of course books enables teachers to enhance their teaching methods and acquire valuable insights into the material being used. According to Hutchinson (1987), textbook evaluation involves assessing the suitability of something for a specific purpose. Evaluating textbooks is commonly considered a significant undertaking in the professional career of an English instructor. The work of evaluating a textbook is crucial since it involves determining the textbook's predictive value, a factor that is highly regarded by the majority of English as a Foreign Language (EFL) teachers. Nevertheless, a significant number of teachers lack awareness regarding the evaluation of textbooks, a critical undertaking in the provision of authentic communicative language examples to English as a Foreign Language (EFL) learners (Sheldon, 1988).

Sheldon (1988) identifies two rationales for textbook evaluation. There are two reasons why it is necessary to assess the textbook. Initially, the evaluation will assist the program developer or teacher in making informed decisions regarding the selection of an appropriate textbook. Additionally, assessing the advantages and disadvantages of a textbook will allow the teacher to become acquainted with its potential shortcomings and strengths. This will provide educators with the capacity to make suitable modifications to the content in their forthcoming teaching.

Based on the above mentioned issues, the present study aimed to assess of English textbook for vocational Schools in Iraq according to Teachers' perspectives. To the best of the knowledge of the researchers there weren't studies in the evaluation of English textbook for Vocational schools in Iraq . The findings of the study can help the syllabus designers in Ministry of Education in Iraq to consider some features while they are developing courses of English textbook for vocational schools .

1. Literature review

Multiple empirical studies have been conducted on textbook evaluation in various contexts, employing diverse textbook evaluation checklists or schemes to assess textbooks or resources. In South Korea, Litz (2005) conducted a study to assess the suitability of a textbook named English Firsthand 2 (EF2) used at Sung Kyun Kwan University in Suwon, South Korea. He determined that although EF2 was not as renowned as other important textbook series, it possessed numerous

valuable and noteworthy attributes. For instance, the complete textbook incorporated a diverse range of beneficial extra information and was meticulously designed. The book was deemed aesthetically pleasing, displaying a systematic, lucid, and cohesive structure. Furthermore, it incorporated the four language skills while also addressing other significant aspects of English Language Teaching, such as vocabulary enhancement. In spite of its positive attributes, Litz (2005) found that EF2 still included repetitious tasks that did not foster authentic conversation, promote genuinely meaningful exercises, or facilitate the internalization of language.

In a study conducted by Massoud et al. (2011), the objective was to assess the perspective of high school English teachers in Iran regarding the three English language textbooks currently being utilized in high schools. To fulfill this objective, a comprehensive 46-item survey was created to assess the five main components of the textbooks (vocabulary, reading, grammar, language functions, and pronunciation practice), as well as their physical characteristics and practical considerations. A group of fifty experienced high school teachers, each with at least five years of teaching experience, were asked to contemplate the questions and select one of the four available options. The findings revealed that the teachers deemed the textbooks unsatisfactory based on their five sections, physical composition, and certain practical considerations.

Altufaili (2016) did a study to analyze the post-2014 Iraqi EFL education policies and practices. The study included a combination of qualitative and quantitative research methods, specifically utilizing three separate data collection techniques: surveys, interviews, and textbook evaluations. The study included a total of 52 teachers who were specifically teaching English to students in Iraq. The findings suggest that the facilities were of poor quality and unable to meet the requirements of the new education policy. While the textbooks were effective, they were lacking in supplemental resources. Furthermore, further teacher training is necessary to ensure effective instruction using the Communicative Language instruction (CLT) approach. Suggestions entail the creation of a CLT training center in Iraq and the implementation of language laboratories in schools to support educators in utilizing CLT as a teaching approach.

In a separate study, Al Harbi (2017) sought to assess the effectiveness of an English as a Foreign Language (EFL) textbook used in secondary schools within the Saudi Public education system. The sample comprised 100 male teachers and 73 female teachers who were instructing secondary stage students. The study used a technique that encompasses five dimensions: layout and design, textbook aims, teaching methods and activities, language skills, and evaluation. The findings indicated that the English as a Foreign Language (EFL) textbook used in Saudi secondary schools need further enhancement in order to enhance its efficacy in EFL learning and instruction. Furthermore, female educators expressed their disagreement regarding the successful treatment of the objectives in the existing curriculum. The textbook's content lacks utility in the application of teaching theories and practices. Furthermore, the textbook lacks useful assessments or methodologies to accurately assess students' progress.

In a study conducted by Mahmud (2018), the textbook SUNRISE 9 was assessed using six categories. This study aims to examine the representation of such categories in SUNRISE 9.The categories encompass the aspects of layout and design, activities, abilities, language type, subject and substance, and conclusion. The primary objective of this study is to investigate the perspectives of both teachers and students regarding SUNRISE 9. Additionally, the study aims to determine if there is a statistically significant disparity between the responses of teachers and students in relation to the strengths and weaknesses of the textbook. This investigation specifically focuses on its usage in language classrooms across all basic schools in Northern Iraq. The results indicate that the teachers hold predominantly unfavorable views regarding the majority of the textbook's sections, whilst the students generally express positive sentiments regarding SUNRISE 9.

In their study, Yasseen & AL-Noori (2019) assessed the "English for Iraq" course book for intermediate school students in Iraq, considering the perspectives of both teachers and pupils. A checklist is given among 360 teachers and 675 students. The findings indicated that there are several drawbacks associated with the proficiency in reading materials and writing activities, including inadequate instruction time, absence of material progression, tiny font size, and challenges in implementing the communication approach.

The study conducted by Yonan and Aziz (2021) aimed to assess an English textbook for sixth-grade students from the viewpoint of English teachers. In order to achieve this goal, the researchers developed a questionnaire that was informed by the results of previous studies. The questionnaire consists of 23 items, with each item providing three response options. The research sample consists of 40 meticulously selected male and female teachers who instruct sixth-grade pupils in English inside Mosul city. The findings unveiled a plethora of both advantageous and disadvantageous aspects. For example, the English textbook has several activities that focus on speaking skills, while also offering a wide range of passages to help students learn new vocabulary. The textbook is characterized by its absence of a balanced allocation of lessons between the textbook and the English curriculum over the course of the school year.

Fahady & Ismael (2022) did a study to assess the textbook 'English for Iraq' for teachers' perspectives, specifically targeting the third-year Intermediate grade. The researchers devised a checklist, informed by pertinent literature, to evaluate the textbook. A checklist consists of four main categories, which have a total of 32 items. The study's sample is chosen by a random selection method from intermediate schools situated in the central region of Mosul city. The total sample size consists of 103 individuals, comprising 46 males and 57 females. The findings suggest that there are no statistically significant differences in the viewpoints of teachers when considering gender and years of experience.

In this study, the researcher conducted a qualitative analysis of the English for vocational schools, book one, course book. The analysis was motivated by the significance of textbook evaluation in language teaching and learning, as well as in language syllabus design. The researcher found that the book had not been previously questioned or challenged, based on their knowledge.

1) How effective is the textbook in terms of its layout and design?

2) How clear are the textbook aims to the users?

3) How effective is the textbook based on the activities?

4) How useful is the textbook in implementing different teaching approaches?

5) How effective is the textbook in terms of the skills?

6) How effective is the textbook in assessing students' proficiency in English as a Foreign Language (EFL)?

2. Methodology

2.1. Design

The study adopts a descriptive cross-sectional survey design with a quantitative approach, focusing on the analysis of questionnaires completed by Iraqi English as a Foreign Language (EFL) teachers. The research methodology employs the Alharbi (2017) model for evaluating educational textbooks, initially piloting the questionnaire on a small-scale group of teachers three days before the main task. The collected data are quantitative and obtained from teachers' responses to the questionnaire. Statistical analysis is conducted using SPSS software, presenting the results through

frequency tables that include percentages and means of respondents' answers to each question. The research questions are addressed through the analysis of the gathered data, providing insights into the evaluation of the educational textbook in question.

2.2. Participants

This descriptive research was conducted with 100 male and female Iraqi instructors .Their field of study was English as a foreign language (TEFL) instruction at various vocational schools in Najaf, Al-Qadisia, and Karbala City, Iraq. They were between the ages of 35 - 50. All of the participants were native spakers of Arabic language. They were selected at random using the convenience sampling technique by the researchers.

2.3. Instrumentations

To accomplish the aims of the current study, the subsequent instruments were utilised:

1- questionnaire designed by Alharbi (2017). **2-** English for Vocational Schools (Book 1)

The researchers piloted the questionnaire. In order to assess the questionnaire's suitability and credibility, two specialists from Kufa University were consulted. They hold an ELT Ph.D. and over fifteen years of teaching experience. They determined that the questionnaire items were pertinent and suitable for the study participants.

2.3.1. Questionnaire designed by Alharbi (2017)

The tool for gathering data utilized in this study is a questionnaire, which was developed by Alharbi (2017) and comprised of two distinct sections. The initial section pertains to the personal details of the subjects, while the subsequent section encompasses the Textbook Evaluation scale items for students. These elements assess five dimensions: layout and design, objectives of the target EFL textbook, teaching methods and activities, language abilities, and evaluation. The "EFL Textbook Evaluation Scale" utilised a Likert-type scale characterised by equidistant intervals and consisting of five sections for the statements. The inventory statements have been classified into the following categories: "Strongly Agree (5)", "Agree (4)", "Undecided (3)", "Disagree (2)", and "Strongly Disagree (1)".

In order to test the internal reliability of the questionnaire, the researchers used Cronbach's Alpha, the result of which was . 883, which is an acceptable level of reliability.

Table 1. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.883	.880	49

The results shows high index of consistency (α = .88); hence the reliability of the instrument is ensured.

Table 2. The Criteria and Number of Items

The Criteria	Number of Items
Layout and.design	(1,2,3,4,5,6,7,8,9,10,11)
The objectives of. the textbooks	(12,13,14,15,16,17)
Teaching Methods. and activities	(18,19,20,21,22,23,24,25,26,27,28,29,30)
Language. Skills	(31,32,33,34,35,36,37,38,39,40,41,42)
The .evaluation	(43,44,45,46,47,48,49)
Total	49 items

2.3.2. English for Vocational Schools (Book 1)

The present study used English for Vocational Schools (Book 1) to evaluate and examine the appropriateness of the book "English for vocational schools book 1" , based on Alharbi (2017) model. This book is written by a committee in Ministry of Education, General Directorate of Vocational Education in Iraq . First Published was in 2017 . It is consists of 5 units .

2.4. Procedure

To conduct this study, the researchers obtained official permissions from the education administration of Najaf, AlQadisia, and Karbala City to ensure the best results and alleviate stress for the teachers involved. The questionnaire was then administered to 100 randomly selected English as a Foreign Language (EFL) teachers from various vocational schools in Najaf, AlQadisia, and Karbala, Iraq. The selected English book for vocational schools was "English for Vocational Schools Book 1," devised by the Iraqi Ministry of Education, General Directorate of Vocational Education. Following the model questionnaire by Al-harbi (2017), data collection spanned approximately 3 weeks, during which participants were well-informed about the study's purpose and participated willingly. Subsequently, the researcher entered the collected data into SPSS for analysis to achieve the study's objectives and interpret the results.

2.5. Results and Discussion

This study was an attempt to consider the appropriateness of the" English for Vocational schools book 1" book as an educational textbook for the First-year EFL Iraqi vocational schools in Najaf, Al-Qadisia, and Karbala City Iraq. The results revealed a high level of inappropriateness of the book. The results revealed a high level of appropriateness of the aforementioned book. All separate constructs under the study were analyzed and the following results were found:

To answer the first research question addressing how effective is the textbook in terms of its layout and design, descriptive statistics were run.

Table 3. *Descriptive Statistics for Teachers' perspective on the Layout and Design*

Items	Strongly disagreed	Disagree	Undecided	Agree	Strongly agree	Mean
1. The textbook's cover is visually appealing and contains informative details about its contents.	--	64 %	31 %	5%	--	2.41
2.The font style and size of the written text are suitable for this stage.	--	71 %	29 %	--	--	2.29
3. The textbook contains an introductory page that instructs students on how to make the most of its resources.	--	25 %	58 %	17 %	--	2.92
4. The textbook has a comprehensive table of contents.	48 %	23 %	18 %	11 %	--	1.92
5. Every lesson in the textbook is accompanied by a title.	--	23 %	5 %	65%	7%	4.12
6. The paper utilised for this textbook is of a suitable	18 %	23 %	54 %	5 %	--	2.46

calibre for this stage.						
7 .The textbook features a diverse range of visually appealing designs.	--	29 %	41 %	30 %	--	3.01
8. The presence of adequate spacing between the lines affirms the clarity of the information.	29 %	23 %	30 %	18 %	--	2.37
9. The utilisation of titles, designations, and symbols is consistently maintained.	5 %	53 %	36 %	6 %	--	2.43
10. The drawings seen in textbooks are varied and visually appealing.	--	18 %	45 %	37 %	--	3.19
11. The use of images in the textbook aids in enhancing student learning.	18 %	53 %	24 %	5 %	--	2.16

Table 3 provides an insight into the teachers' viewpoint regarding the layout and design of the textbook. The descriptive statistics reveal that a significant portion of teachers expressed disagreement or uncertainty on various aspects. They were uncertain about the attractiveness of the cover and the font style, and disagreed about the presence of a page guiding students, the detailed list of contents, and the quality of the paper. They also disagreed about the spacing between lines, consistency in the use of titles and symbols, and the facilitation of student learning by the textbook's illustrations. The majority of teachers were unsure about the suitability of the font style and size for the intended stage, and a considerable percentage disagreed on the presence of a page guiding students on how to utilize the textbook effectively. Additionally, a substantial number of teachers were uncertain about the quality of the paper used and the presence of a variety of attractive designs within the textbook. Furthermore, a majority of teachers disagreed on the effectiveness of the pictures in facilitating the learning process.

The descriptive statistics revealed that 64% of teachers expressed disagreement, while 31% remained indecisive on the appeal of the textbook cover and its ability to accurately represent its content. Regarding item 2, a majority of 71% of teachers expressed the belief that the font style and size of the written content is suitable for this level. 58% of teachers expressed uncertainty over the presence of an introductory page in the textbook that provides guidance on how to utilize it, whereas 25% of teachers disagreed. 48% of teachers claimed that the textbook included a comprehensive table of contents. Regarding item 5, 65% and 7% of respondents expressed agreement and strong agreement, respectively, that each lesson in the textbook is accompanied by a title. Regarding issue 6, 54 percent of teachers expressed uncertainty regarding the suitability of the paper used for this textbook, while 23 percent disagreed. 30% of teachers concurred that the textbook featured a diverse range of appealing designs, while 41% expressed indecision on this matter. In regards to item eight, 23 and 29 percent of teachers expressed disagreement and significant disagreement regarding the adequacy of spacing between lines, which indicates a lack of material clarity. 53% of them expressed disagreement over the consistency in the usage of titles, designations, and symbols, while 36% remained undecided. On the other hand 37 percent of them agreed that textbook illustrations are diverse and attractive and45% were undecided. Concerning item 11, 53 percent of them disagreed that pictures inside the textbook facilitated the process of student learning.

Answering the second research question

How clear are the textbook aims to the users?

Table 4. *Descriptive Statistics for Teachers' Perspective on Clarity of Textbook Aims*

Items	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean
12. I, as a teacher, have a comprehensive understanding of the objectives outlined in the textbook.	30 %	18 %	47 %	5 %	--	2.27
13. The textbook's goals are defined by its inclination to measure and validate execution.	23 %	66 %	5 %	6 %	--	1.94
14. The arrangement of the content aligns with the goals of the textbook.	43 %	28 %	29 %	--	--	1.86
The textbook objectives align with the requirements of learners at this particular time.	5 %	49 %	23 %	23 %	--	2.64
16. The textbook's objectives are stated at the outset.	6 %	36 %	47 %	11 %	--	2.63
17. I locate the lesson objectives stated at the start of each lesson.	--	71 %	29 %	--	--	2.29

Table 4 presents the descriptive statistics for teachers' perspectives on the clarity of textbook aims. The items in the table represent different statements related to the clarity and effectiveness of the textbook objectives from the teachers' point of view. Looking at the "Agree" and "Strongly agree" columns, that a substantial 30% of teachers vehemently disagreed and 47% remained undecided regarding item 12, indicating a rather pessimistic assessment of the textbook objectives' clarity, as evidenced by the mean score of 2.27. Similarly, item 13 garnered no "Strongly agree" responses, with only 6% of teachers expressing agreement, signifying a notable lack of consensus or lucidity on this particular aspect. Furthermore, item 14 elicited strong disagreement from 43% of teachers and disagreement from 28%, underscoring a notable lack of concordance with the alignment of content organization with the textbook objectives, as indicated by the mean score of 1.94

In addition, item 15 witnessed 5% of teachers strongly disagreeing and 49% disagreeing, indicating a pessimistic perception of the congruence between textbook objectives and learners' needs, as reflected in the mean score of 2.64. Moreover, item 16 garnered 36% disagreement and 47% uncertainty, signifying a relatively unfavorable perception of the placement of textbook objectives at the beginning, as evidenced by the mean score of 2.63. Lastly, for item 17, a substantial 71% of teachers expressed disagreement, with 29% remaining undecided, suggesting a negative perception of the presence of lesson objectives at the beginning, as indicated by the mean score of 2.63.

Answering Third and Fourth Research Questions

How effective is the textbook based on the activities?
How useful is the textbook in implementing different teaching approaches?

Table 5. *Descriptive Statistics for Teachers' Perception on Teaching Methods and activities*

Items	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean
18- The material of the textbook is designed to follow a logical development of subjects.	42 %	18 %	29 %	11 %	--	2.90
19- The arrangement of the textbook material considers the incorporation with the preceding phases.	18 %	54 %	5 %	23 %	--	2.33
20- The content of textbooks is distinguished by its contemporary nature and scientific precision.	6 %	28 %	66 %	--	--	2.60
21- The textbook offers information pertaining to the student's surroundings.	11 %	60 %	23 %	6 %	--	2.24
22-The content of textbooks enables the use of various instructional approaches.	37 %	30 %	28 %	5 %	--	2.01
23- The material of the textbook facilitates the connection between teaching theories and practices.	29 %	37 %	17 %	17 %	--	2.22
24- The textbook's material facilitates the implementation of the constructivist theory of learning.	--	41 %	37 %	5 %	17 %	2.98
25- The material of the textbook facilitates the implementation of practical applications in the classroom.	6 %	42 %	35 %	17 %	--	2.63
26- The textbook's material aligns with the teaching process and supports professional development for teachers.	18 %	35 %	36 %	11 %	--	2.40
27- There is (teacher handbook) explains how to teach this book to students	11 %	54 %	35 %	--	--	2.24
28- The material promotes the utilization of contemporary technology, such as the	18 %	46 %	36 %	--	--	2.18

Internet, by learners.					
29- The textbook content is appropriate for pupils at this stage in terms of scientific complexity.	--	66 %	17 %	17 %	--	2.51
30- The content of the textbook aligns with the designated number of lessons for each week.	18 %	41 %	41 %	--	--	2.23

Table 5 presents the descriptive statistics for teachers' perceptions on teaching methods and activities. The findings indicate that a substantial proportion of teachers expressed either uncertainty or disagreement with certain aspects of the textbook content. The results revealed that for Item 18 addressing whether The material of the textbook is designed to follow a logical development of subjects, a significant 42 percent strongly disagreed and 18 percent disagreed with the consideration of logical progression of topics in the textbook, yielding a mean score of 2.90.

This indicates that a significant portion of teachers were either undecided or disagreed with this statement. Concerning item 19: "The arrangement of the textbook material considers the incorporation with the preceding phases." Eighteen percent strongly disagreed and 54 percent disagreed with the integration of content with previous stages, resulting in a mean score of 2.33.. This suggests that a majority of teachers disagreed with this aspect. With respect to item 20, 28 percent disagreed and 66 percent were undecided about the modernity and scientific accuracy of the textbook content. Item 21: " The textbook offers information pertaining to the student's surroundings." 11 percent strongly disagreed, 60 percent disagreed, and 23 percent were undecided about the presence of information related to the student environment in the textbook, with a mean score of 2.24

The survey findings indicated that a significant proportion of teachers expressed disagreement or uncertainty on the degree to which the textbook content supported the expansion of teaching approaches (Item 22) and the correlation between teaching ideas and practices (Item 23). Furthermore, most teachers indicated dissent or indecisiveness regarding the promotion of learners' use of contemporary technology and their role in facilitating practical applications in the classroom (Items 24 and 25). Moreover, a substantial proportion of instructors expressed disagreement or uncertainty regarding the congruence between the textbook content and the teaching process, as well as the adequacy of professional development opportunities for teachers (Item 26). Based on the data, a significant percentage of teachers expressed disagreement or uncertainty regarding the existence of a teacher handbook that provides instructions on how to teach the book to pupils. This is evident from the average score of 2.24 and the distribution of responses for Item 27. Likewise, most teachers expressed disagreement or uncertainty regarding the content that promotes the use of modern technologies, as indicated by the average score of 2.18 and the distribution of responses for Item 28. Moreover, the data indicates that most teachers expressed disagreement or uncertainty regarding the suitability of the textbook content for pupils at this stage in terms of scientific complexity, as evidenced by the average score of 2.51 and the distribution of responses for Item 29. However, the offered data did not provide particular responses for Item 30 about the alignment of the textbook content with the number of lessons assigned for each week.

Answering the Fifth Research Question

How effective is the textbook in terms of the skills?

Table 6. *Descriptive Statistics for Teachers' Perspective on the Effective is the Textbook for Skills*

Items	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean
31-The inclusion of textbook content enhances the proficiency of learners in listening skills.	53 %	36 %	6 %	5%	--	1.63
32-The textbook includes exercises and activities that enhance the learner's proficiency in word pronunciation.	--	59 %	41 %	--	--	2.41
33-The textbook includes exercises and activities that enhance the student's proficiency in spoken English.	18	42 %	35%	5 %	--	2.27
34-The textbook facilitates the acquisition of English grammar by learners with ease and complete comprehension.	17 %	53 %	25 %	--	5 %	2.23
35- The textbook encompasses a diverse range of reading subjects.	47 %	36 %	12 %	5 %	--	1.75
36-The textbook includes exercises and activities designed to enhance the learner's reading proficiency in English.	--	53 %	41 %	6 %	--	2.53
37- The content of the textbook is tailored to the students' needs and their orientation.	6 %	36 %	53 %	5 %	--	2.57
38- The textbook's material enhances the cognitive abilities of learners.	17 %	59 %	24 %	--	--	2.07
39. The textbook has exercises that promote student engagement in the learning process.	41 %	42 %	12 %	5 %	--	1.81
40. The textbook contains activities that encourage students to utilize English	17 %	53 %	30 %	--	--	2.13

in everyday life situations.						
41- The textbook's content strikes a balance between the learners' quarterly and family responsibilities.	6 %	47 %	47 %	--	--	2.41
42-This textbook surpasses the previous English language textbooks.	--	59 %	41 %	--	--	2.41

The data presents a comprehensive overview of teachers' evaluations regarding the efficacy of the textbook in enhancing various language skills. It is notable that a substantial proportion of teachers expressed strong reservations about the textbook's capacity to improve listening skills (53% strongly disagreed) and pronunciation abilities (42% agreed). Moreover, a significant number of teachers disagreed with the effectiveness of the textbook in enhancing speaking skills (42% disagreed) and facilitating a clear understanding of English grammar (53% disagreed). Additionally, a majority of teachers were dissatisfied with the variety of reading topics provided in the textbook (47% strongly disagreed). Furthermore, a considerable percentage of teachers were either undecided or disagreed with the alignment of the textbook content with the students' needs and orientation (53% undecided, 36% disagreed).

The analysis of teacher responses to specific items in the survey reveals that a significant proportion of educators express skepticism regarding the extent to which the textbook enhances students' critical thinking abilities. Furthermore, a majority of teachers also indicate dissatisfaction with the level of student engagement facilitated by the textbook's activities. In addition, teachers assumed that that the textbook did not incorporate activities that promote the practical application of English in real-life scenarios. Additionally, the alignment of the textbook's content with the students' needs and orientation is a point of contention, with a substantial number of teachers expressing reservations in this regard.

Answering the Sixth Research Question

How effective is the textbook in assessing students' proficiency in English as a Foreign Language (EFL)?

Table 7. *Descriptive Statistics for Teachers' perspective on effectiveness of Textbook in Assessing Students' Proficiency in English*

Items	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean
43- The textbook provides a diverse range of exercises and tasks for utilizing vocabulary and honing abilities.	41 %	17 %	37 %	5%	--	2.06
44-The textbook offers exercises and activities that assist students in effectively applying English language skills to real-life situations.	17 %	59 %	24 %	--	--	2.07
45. The textbook provides explicit directions for all activities and exercises.	11	41 %	48%	--	--	2.37

46. The quantity of exercises and activities suitable for the subject of the textbook.	--	81 %	19 %	--	--	2.19
47-There are legitimate examination inquiries for the textbook.	36	19	45	--	--	2.09
48. The textbook includes periodic evaluations designed for diagnostic assessment.	--	75	25	--	--	2.25
49. Models exist for both quarterly and final tests.	29	24	47	--	--	2.18

Table 7 illustrates the statistical summary of educators' viewpoints regarding the efficacy of the textbook in assessing students' English proficiency. In relation to item 43, which pertains to the availability of diverse exercises and activities for practicing vocabulary and skills, 43% of teachers express strong disagreement, while 17% disagree, and 37% remain undecided, yielding a mean score of 2.06. Similarly, for item 44, which addresses the provision of exercises and activities facilitating real-life English communication, 17% strongly disagree, 59% disagree, and 24% are undecided, resulting in a mean score of 2.07. With regard to item 45, concerning the clarity of instructions for all textbook activities and exercises, 11% strongly disagree, 41% disagree, and 48% are undecided, yielding a mean score of 2.37. Furthermore, item 46, which evaluates the appropriateness of the number of exercises and activities in relation to the textbook content, indicates that 81% of teachers disagree, and 19% are undecided, resulting in a mean score of 2.19. Additionally, for item 47, which focuses on the presence of valid test questions in the textbook, 36% of teachers strongly disagree, 19% disagree, and 45% are undecided, yielding a mean score of 2.09. Moreover, item 48, which pertains to the inclusion of periodic reviews for diagnostic assessment purposes, indicates that 75% of teachers disagree, and 25% are undecided, resulting in a mean score of 2.25. Lastly, item 49, which addresses the availability of models for quarterly and final tests, shows that 29% of teachers strongly disagree, 24% disagree, and 47% are undecided, yielding a mean score of 2.18.

4. Conclusion

This study aimed to analyse the content of the book "English for Vocational Schools Book 1". The questionnaire, developed by Alharbi (2017), encompasses five dimensions: layout and design, aims of the target EFL textbook, teaching techniques and activities, language abilities, and evaluation. The study involved the participation of 100 vocational school instructors from Iraq who taught English as a Foreign Language (EFL). In order to fulfil the goals of the research, the data were gathered through administering Alharbi (2017)) model questionnaire for evaluation of the book. Using SPSS to analyze the data, the results of the study showed that the book "English for Vocational Schools Book 1" is an inappropriate educational textbook for vocational school students in Iraq. In all these five dimensions provided by Alharbi (2017), the conclusion is that the book is inappropriate for Iraqi EFL vocational school students in Iraq in the first vocational grade.

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